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Module 4B

Grade Two Thematic **Taking Care of Me**



Home Instructor's Guide: Days 10-18
and
Assignment Booklet 4B



**Learning
Technologies
Branch**

Alberta
LEARNING

Grade Two Thematic
Module 4B: Taking Care of Me
Home Instructor's Guide: Days 10–18 and Assignment Booklet 4B
Learning Technologies Branch
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The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Home Instructor's Guide and Assignment Booklet.

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/lrb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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Module 4B: Taking Care of Me**Day 10 to Day 18****Reading Resources**

The following books are additional suggested reading resources for the days listed. If possible, obtain one or more books from each category. Try especially to get one of the books listed under Day 12 Baby Animal Books and Day 17 Dinosaur Books.

Days 10 and 11**Books to Be Read Aloud**

Animals by Janine Amos

One Woolly Wombat by Rod Trinca and Kerry Argent

Rainforest by Helen Cowcher

Protecting Endangered Species by Felicity Brooks

The Pied Piper of Hamelin by the Brothers Grimm from any book of fairy tales

Books to Be Read Alone or with a Partner

Aye-Ayes, Bears, and Condors: An ABC of Endangered Animals and Their Babies by Neecy Twinem

Australian A B C by Gwenda Turner

Don't Dig So Deep, Nicholas! by Troon Harrison

Mole's Hill by Lois Ehlert

Baa! Moo! What Will We Do? by A. H. Benjamin

Day 12 Baby Animal Books

A Pinky Is a Baby Mouse by Pam Munoz Ryan

A Time for Babies by Ron Hirschi

Days 15 to Day 17**Books to Be Read Aloud**

A Brontosaurus Chorus edited by Catherine Baker

No Dinosaurs in the Park by Dorothy Joan Harris

Two Dozen Dinosaurs by Catherine Ripley

The World of Dinosaurs (101 Questions and Answers) by John Stidworthy

Books to Be Read Alone or with a Partner

Aye-Ayes, Bears, and Condors: An ABC of Endangered Animals and Their Babies by Neecy Twinem

A Dinosaur Named After Me by Bernard Most

Dinosaurs by Elizabeth MacLeod

No Dodos by Amanda Wallwork

Day 17

Dinosaur Books

Dinosaur Encore by Patricia Mullins

If the Dinosaurs Came Back by Bernard Most

Daily Summary

Day 10

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time

- ☐ current month's calendar and materials

Math Time

- ☐ Grade Two Mathematics program

Language Arts

- ☐ *Collections: Amazing Animals*

Journal Time

- ☐ journal

Silent Reading

- ☐ books, magazines, or other favourite reading material

Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 155 and 156

Health and Life Skills

- ☐ Thematic Assignment Booklet 4B
 - Day 10: Assignment 1

Looking Back

- ☐ Thematic Assignment Booklet 4B
 - Day 10: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure.

Math Time (Time recommended: 45 minutes)

The student works on Module 4: Day 10 in the math program.

Language Arts (Time recommended: 60 minutes)

You and your student can visit a number of websites that deal with endangered species. Try some of the following:

- <http://www.enchantedlearning.com>
– Select Animal Printouts and then “endangered.”
- <http://www.yahooligans.com>
– Use the search engine to search for endangered species.
- <http://www.cws-scf.ec.gc.ca>
– This is the Canadian Wildlife Service site. Go to the “Kid’s Zone” and search for endangered species in Canada.

Here is an example of how to group climbing animals according to where they live.

Yard	Forest	Jungle
squirrel raccoon spider cat	koala black bear tree frog porcupine	gorilla leopard jaguar monkey

The student reads and responds to the report “Kangaroo Up a Tree.”

Journal Time (Time recommended: 10–15 minutes)

The student responds to the report “Kangaroo Up a Tree” in the Reading Response section of his or her journal.

Lunch

Silent Reading (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Words I Use Often (Time recommended: 15 minutes)

Today's words are **mother** and **light**. Print each on a coloured index card. Show the words, one at a time, to the student. If the student can read the word at a glance, tape it to the Word Wall and select a different word to study. If not, help the student learn to read the word by doing the activities outlined in Day 2.

Phonics (Time recommended: 30 minutes)

Follow the directions for pages 155 and 156 in the phonics book. After you explain the phonics lesson on the two pages, have the student work independently. Check the work with the student when he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 18.

Health and Life Skills (Time recommended: 60 minutes)

The focus is on describing why a nutritious breakfast is important.

Discuss the benefits of eating a nutritious breakfast. Explain that breakfast means to break the fast that comes between the last meal of the evening and the first meal of the next day. For the student that's about twelve hours. When a person wakes up, blood sugar is low and energy demands are high. Breakfast supplies the energy that the body needs as fuel to start the day. Without breakfast some people are less alert and able to do physical work in the late morning hours.

Studies show that students who skip breakfast are more likely to have difficulty learning, tend to fall behind in their studies, and spend more time at the school nurse's office.

The student will be making one of two recipes on Day 12. Look ahead to Day 12 and ask the student today if he or she would prefer to make a fruit salad or hummus dip. To make the hummus dip, you will need a blender or food processor. Have the ingredients ready prior to the day. You may have to shop for some of them. Take the student with you when picking up the ingredients. This will give him or her the complete experience of planning a snack—from selecting the ingredients to making the finished food.

Assignment Booklet: The student answers questions about what makes a nutritious breakfast.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 10.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 11

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time

- ☐ current month's calendar and materials

Math Time

- ☐ Grade Two Mathematics program

Journal Time

- ☐ journal

Music and Movement

- ☐ CD player
- ☐ CD *JEUX D'ENFANTS* (Children's games)

Language Arts

- ☐ *Collections: Amazing Animals*
- ☐ tree kangaroo time line "Growth of a Tree Kangaroo Joey" in the Appendix

Silent Reading

- ☐ books, magazines, or other favourite reading material

Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 157 and 158

Looking Back

- ☐ Thematic Assignment Booklet 4B
– Day 11: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure.

Math Time (Time recommended: 45 minutes)

The student works on Module 4: Day 11 in the math program.

Journal Time (Time recommended: 15 minutes)

The student writes in the Personal Writing section of his or her journal.

Music and Movement (Time recommended: 20–30 minutes)

Play Mourant’s “The Pied Piper” and perform the creative animal movements a few times today and on Day 12 as a break.

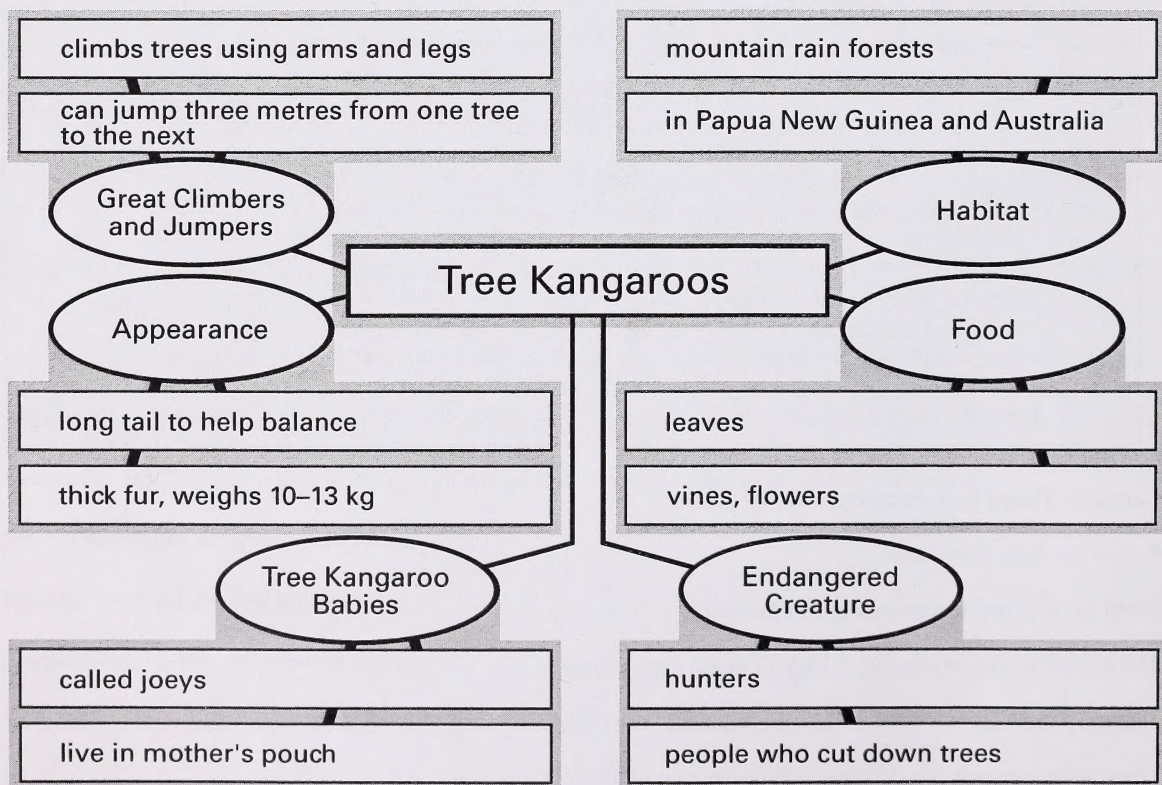
Language Arts (Time recommended: 75–90 minutes)

The student responds to the report “Kangaroo Up a Tree” and makes a time line using the “Growth of a Tree Kangaroo Joey” found in the Appendix.

Print the module number and day (M4D11) on the tree kangaroo time line for submission to the teacher on Day 18. Ensure the student’s name is on the page.

Review with the student how a tree diagram can show information. Recall that the top branch of the tree shows the topic. Ask the student what the topic (what the report is about) is in the selection “Kangaroo Up a Tree.” It’s about tree kangaroos. Have the student print the information in the chart. Have the student revisit the text to find the six main ideas about the topic and record them in the branches as headings. Ask the student to search for two details for each main idea and to list them for each heading.

Sample tree diagram:



If the student does not finish this activity in the morning, continue it in the afternoon.

Print the module number and day (M4D11) on the illustrated heading for submission to the teacher on Day 18. Ensure the student's name is on the page.

Enrichment (optional)

The student may want to create a tree diagram for another animal he or she is interested in or has read about.

Print the module number and day (M4D11) on the tree diagram for submission to the teacher on Day 18. Ensure the student's name is on the page.

Or, the student can create a time line showing his or her own growth, a family member's, a friend's, or even an animal's growth.

Print the module number and day (M4D11) on the time line of a person or animal of the student's choosing for submission to the teacher on Day 18. Ensure the student's name is on the page.

Lunch**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Phonics (Time recommended: 30 minutes)

Follow the directions for pages 157 and 158 in the phonics book. After you explain the directions and the phonics lesson on the two pages, have the student work independently. Check the work with the student as he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 18.

Health and Life Skills (Time recommended: 60–90 minutes)

The student learns about the components of a nutritious breakfast.

Print the module number and day (M4D11) on the best breakfast menu for submission to the teacher on Day 18. Ensure the student's name is on the page.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Then complete the Learning Log for Day 11.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 12

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time

- ☐ current month's calendar and materials

Math Time

- ☐ Grade Two Mathematics program

Language Arts

- ☐ *Collections: Amazing Animals*
- ☐ *A Pinky Is a Baby Mouse, A Time for Babies*, or other baby animal books

Silent Reading

- ☐ books, magazines, or other favourite reading material

Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 159 and 160

Health and Life Skills

- ☐ ingredients for making a fruit salad or hummus dip

Looking Back

- ☐ Thematic Assignment Booklet 4B
 - Day 12: Learning Log
- ☐ tape recorder, blank audiocassette, and microphone for recording, or a computer with recording capability

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure.

Math Time (Time recommended: 45 minutes)

The student works on Module 4: Day 12 in the math program.

Words I Use Often (Time recommended: 10–15 minutes)

Today's words are **country** and **father**. Print each word on a coloured index card. Show the words, one at a time, to the student. If the student can read the word at a glance, tape it to the Word Wall and select a different word to study. If not, help the student learn to read the word by doing the activities outlined in Day 2.

Language Arts (Time recommended: 60–90 minutes)

The student writes a report about a baby animal. When writing, remind the student to use phonetic knowledge learned over the last few months. Encourage the student to use his or her dictionary. Have the student read the "Writing Tips" chart before beginning to write. With the student, review the steps in the "Writing Process" chart. Ensure the student follows the steps while writing the report.

Print the module number and day (M4D12) on the baby animal report for submission to the teacher on Day 18. Ensure the student's name is on the page.

Lunch**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Phonics (Time recommended: 30 minutes)

Follow the directions for pages 159 and 160 in the phonics book. After you explain the phonics lesson on the two pages, have the student work independently. Check the work with the student when he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 18.

Health and Life Skills (Time recommended: 60 minutes)

The student makes a nutritious snack. If the student is interested in cooking, there are many children's recipe books available. Check out your local library or bookstore, or visit this website for more recipes.

<http://www.kidshealth.org>

Select "Enter Kids" and use the search window to search for recipes.

Looking Back (Time recommended: 10 minutes)

Today's review focuses on the student's experience with researching and writing a report about a baby animal. You will record the discussion to send to the teacher on Day 18. Have the tape recorder and a blank tape ready or use a computer with recording capability. Remind the student to tell the teacher his or her name and the date when the recording begins. Label the recording with the student's name and Module 4: Looking Back for submission on Day 18.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 13

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time

- ☐ current month's calendar and materials

Math Time

- ☐ Grade Two Mathematics program

Journal Time

- ☐ journal

Music and Movement

- ☐ CD player
- ☐ *Ideas That Sing!* Volume 1 CD

Language Arts

- ☐ Thematic Assignment Booklet 4B
 - Day 13: Assignment 2

Silent Reading

- ☐ books, magazines, or other favourite reading material

Phonics Book

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 161 and 162

Health and Life Skills

- ☐ modelling clay

Looking Back

- ☐ Thematic Assignment Booklet 4B
 - Day 13: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure.

Math Time (Time recommended: 45 minutes)

The student works on Module 4: Day 13 in the math program.

Journal Time (Time recommended: 10–15 minutes)

The student writes in the Personal Writing section of his or her journal.

Music and Movement (Time recommended: 20–30 minutes)

Play “Hey Cha” on the *Ideas That Sing!* Volume 1 CD while the student dances and sings to it a few times today and on Day 14 as a break.

Language Arts (Time recommended: 60–90 minutes)

The student responds to the selection “Animal Action.”

Print the module number and day (M4D13) on the labelled picture of an animal in action for submission to the teacher on Day 18. Ensure the student’s name is on the page.

Assignment Booklet: The student answers questions using the selection “Animal Action.”

Lunch**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Phonics (Time recommended: 30 minutes)

Follow the directions for pages 161 and 162 in the phonics book. After you explain the directions and the phonics lesson on the two pages, have the student work independently. Check the work with the student as he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 18.

Health and Life Skills (Time recommended: 60–90 minutes)

The student learns why active living is important. Have the student read the poem as a chant. Then read the chant to the student as he or she pantomimes the actions.

Project Time (Time recommended: 20 minutes)

Demonstrate how to make a sculpture. Have the student close his or her eyes and imagine the form of himself or herself doing the activity. The student can then roll the modelling clay into a big form like a cylinder or tall rectangle. Provide guidance as the student cuts the clay and then pulls and pinches the form to make arms, legs, head, and neck. As arms and legs tend to be too thin in beginning sculpture, encourage the student to make them thick and strong. Have the student moisten his or her hands occasionally while working. Show the student how to join pieces of clay by firmly pressing them together and blending the clay with X-like strokes and then rubbing the clay so the joint isn't visible. Tell the student to check the sculpture for any lumps or bumps and smooth them out. You might like to take a picture of the sculpture to send to the teacher on Day 18.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 13.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 14
Materials You Need Today
General Supplies

- ☐ box containing required materials

Calendar Time

- ☐ current month's calendar and materials

Math Time

- ☐ Grade Two Mathematics program

Language Arts

- ☐ Thematic Assignment Booklet 4B
– Day 14: Assignment 3

Journal Time

- ☐ journal

Silent Reading

- ☐ books, magazines, or other favourite reading material

continued . . .

Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 163 and 164

Art

- ☐ poster paper

Looking Back

- ☐ Thematic Assignment Booklet 4B
 - Day 14: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure.

Math Time (Time recommended: 45 minutes)

The student works on Module 4: Day 14 in the math program.

Music and Movement

The student learns the importance of stretching and practises a variety of stretches.

Perform the following stretches with the student. Keep each stretch for 15 to 20 seconds. Emphasize that stretches should never hurt—do the stretch just until you feel it. Adjust the movements to suit your student's physical capabilities.

1. Reach for the sky with your arms outstretched.
2. Stand on your tiptoes and reach for the sky.
3. Clasp your hands behind your back and lift your arms up until you feel the stretch.
4. Put your arms over your head and hold the elbow of one arm with the hand of the other arm. Gently pull the elbow behind your head. Repeat with the other arm.
5. Sit in a comfortable position and very slowly roll your neck to one side. Keep your back straight. Repeat in the other direction.
6. Lie on your back and put your legs up on a wall. Keep the lower back flat. You should be about ten centimetres away from the wall. Stay like this for at least one minute.
7. This stretch takes the tension from the face and will make you smile. Raise your eyebrows and open your eyes as wide as possible. At the same time, open your mouth as wide as possible and stick out your tongue. Hold this for five to ten seconds.

Language Arts (Time recommended: 60–90 minutes)

The student reads and responds to “The Hunters and the Hunted.”

Assignment Booklet: The student answers questions using the selection “The Hunters and the Hunted.”

Journal Time

The student responds to the selection “The Hunters and the Hunted” in the Reading Response section of his or her journal.

Lunch**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Words I Use Often (Time recommended: 10–15 minutes)

Today’s words are **let** and **night**. Print each word on a coloured index card. Show the words, one at a time, to the student. If the student can read the word at a glance, tape it to the Word Wall and select a different word to study. If not, help the student learn to read the word by doing the activities outlined in Day 2.

Phonics (Time recommended: 30 minutes)

Follow the directions for pages 163 and 164 in the phonics book. After you explain the phonics lesson on the two pages, have the student work independently. Check the work with the student when he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 18.

Art (Time recommended: 60 minutes)

The student creates an endangered animal poster. If the student decides to use paints, review how to prepare them. Remind the student to clean the brush between colours and to thoroughly clean it after use.

Print the module number and day (M4D14) on the poster for submission to the teacher on Day 18. Ensure the student’s name is on the page.

Looking Back (Time recommended: 10 minutes)

Review the day’s activities and learning with the student. Complete the Learning Log for Day 14.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day’s activities with a family member or friend.

Day 15

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time

- ☐ current month's calendar and materials

Math Time

- ☐ Grade Two Mathematics program

Journal Time

- ☐ journal

Music and Movement

- ☐ CD player
- ☐ *Music and Movement in the Classroom* CD #1

Language Arts

- ☐ a book about dinosaurs (See the list of resources for suggestions at the beginning of the Home Instructor's Guide.)
- ☐ *Collections: Amazing Animals*

Silent Reading

- ☐ books, magazines, or other favourite reading material

Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 165 and 166

Looking Back

- ☐ Thematic Assignment Booklet 4B
 - Day 15: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure.

Math Time (Time recommended: 45 minutes)

The student works on Module 4: Day 15 in the math program.

Journal Time (Time recommended: 10–15 minutes)

The student writes in the Personal Writing section of his or her journal.

Music and Movement (Time recommended: 20–30 minutes)

Play the instrumental “Nocturne” on the *Music and Movement in the Classroom* CD #1 and have the student do stretches. Then have the student create slow-motion movements of a dinosaur today and on Day 16 as a break.

Language Arts (Time recommended: 60–90 minutes)

The student responds to the selection “Brontosaurus.”

Print the module number and day (M4D15) on the captioned drawing of the brontosaurus performing an action for submission to the teacher on Day 18.

Enrichment (optional)

The student may choose to do one or more of the following activities:

- make a sculpture of a brontosaurus out of modelling clay
- find other dinosaur poems to read
- make a labelled diagram of a brontosaurus
- write a copy of the poem and illustrate it in his or her own way

Lunch**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Phonics (Time recommended: 30 minutes)

Follow the directions for pages 165 and 166 in the phonics book. After you explain the phonics lesson on the two pages, have the student work independently. Check the work with the student as he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 18.

Health and Life Skills (Time recommended: 60 minutes)

The focus is on physical activities.

Print the module number and day (M4D15) on the illustrated report of the student’s favourite physical activities for submission to the teacher on Day 18. Ensure the student’s name is on the page.

Looking Back (Time recommended: 10 minutes)

Review the day’s activities and learning with the student. Complete the Learning Log for Day 15.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 16

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time

- ☐ current month's calendar and materials

Math Time

- ☐ Grade Two Mathematics program

Language Arts

- ☐ *Collections: Amazing Animals*
- ☐ Thematic Assignment Booklet 4B
 - Day 16: Spelling Test

Journal Time

- ☐ journal

Silent Reading

- ☐ books, magazines, or other favourite reading material

Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 167 and 168

Health and Life Skills

- ☐ Thematic Assignment Booklet 4B
 - Day 16: Assignment 4

Looking Back

- ☐ Thematic Assignment Booklet 4B
 - Day 16: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure.

Math Time (Time recommended: 45 minutes)

The student works on Module 4: Day 16 in the math program.

Language Arts (Time recommended: 60–90 minutes)

The student reads and responds to “Brontosaurus.” Following is a sample chart for the poem, showing “**reality** or **fantasy**.”

Brontosaurus	
Reality	Fantasy
was prehistoric	could sing
had four feet	could harmonize
had a skimpy lap	sang in choruses
did leave footprints	didn’t eat

Print the module number and day (M4D16) on the “The Fox and the Little White Hen” chart showing “**reality** or **fantasy**” for submission to the teacher on Day 18. Ensure the student’s name is on the page.

Print the module number and day (M4D16) on the “The Fox and the Little White Hen” drawing for submission to the teacher on Day 18. Ensure the student’s name is on the page.

Journal Time (Time recommended: 10–15 minutes)

The student responds to the selection “Brontosaurus” in the Reading Response section of his or her journal.

Words I Use Often (Time recommended: 10–15 minutes)

Today’s words are **picture** and **being**. Print each word on a coloured index card. Show the words, one at a time, to the student. If the student can read the word at a glance, tape it to the Word Wall and select a different word to study. If not, help the student learn to read the word by doing the activities outlined in Day 2.

Lunch

Silent Reading (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Spelling (Time recommended: 20 minutes)

Assignment Booklet: Before the student does the spelling test, take down the six words from the Word Wall. Give the student the spelling test for the Module 4 spelling words. Do not review the words before the test.

Testing in this manner will give a better indication of the child's spelling skill. It is important that these words be stored in **long-term memory**. If the words are practised immediately before the test, you are only testing the child's **short-term memory** of these words.

When giving the test, use the following steps:

1. Say each word clearly.
2. Say a sentence that contains the word, but the word is not used at the beginning of the sentence.
3. Repeat the word.

The words for the test are as follows.

kind	began
almost	live
page	got

Phonics (Time recommended: 30 minutes)

Follow the directions for pages 167 and 168 in the phonics book. After you explain the phonics lesson on the two pages, have the student work independently. Check the work with the student when he or she finishes it.

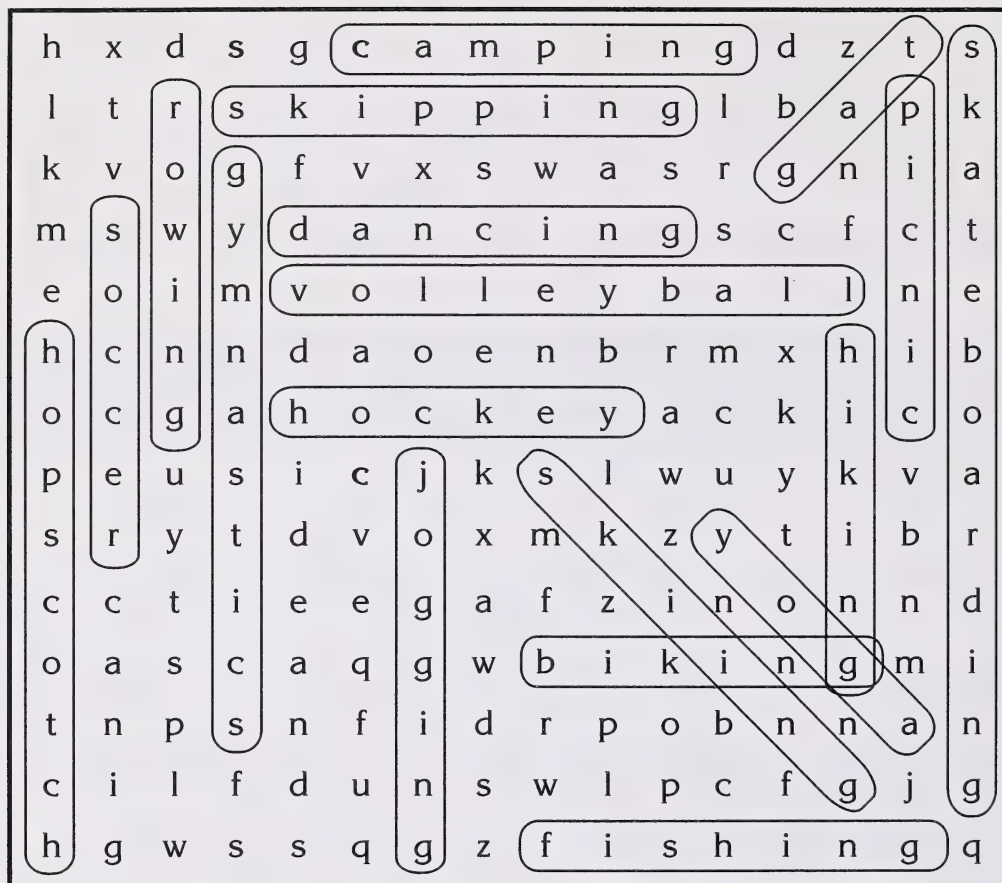
These pages will be removed from the phonics book and submitted to the teacher at the end of Day 18.

Health and Life Skills (Time recommended: 60 minutes)

The student reviews the importance of physical activity and various types of activities.

Assignment Booklet: The student answers questions about fitness activities.

Puzzle Fun Answers



Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Then complete the Learning Log for Day 16.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 17

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time

- ☐ current month's calendar and materials

Math Time

- ☐ Grade Two Mathematics program

Journal Time

- ☐ journal

Music and Movement

- ☐ CD player
- ☐ *Music and Movement in the Classroom* CD #1

Language Arts

- ☐ *Collections: Amazing Animals*
- ☐ tape recorder, blank audiocassette, and microphone for recording, or a computer with recording capability
- ☐ the books *Dinosaur Encore* or *If the Dinosaurs Came Back* (optional)
- ☐ Thematic Assignment Booklet 4B
 - Word Recognition Test

Silent Reading

- ☐ books, magazines, or other favourite reading material

Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 169, 170, 171, and 172

Art

- ☐ poster paper
- ☐ materials for drawing and painting or colouring

Looking Back

- ☐ Thematic Assignment Booklet 4B
 - Day 17: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure.

Math Time (Time recommended: 45 minutes)

The student works on Module 4: Day 17 in the math program.

Journal Time (Time recommended: 10–15 minutes)

The student writes in the Personal Writing section of his or her journal.

Music and Movement (Time recommended: 30 minutes)

Play the instrumental “Nocturne” today and on Day 18 while the student stretches and performs movements like a dinosaur.

Language Arts (Time recommended: 90 minutes)

The student responds to the poem “Brontosaurus.”

Print the module number and day (M4D17) on the sentence completion and illustration for submission to the teacher on Day 18. Ensure the student’s name is on the page.

In preparation for recording the poem, read the poem through together. With the student decide which words need to be emphasized or read in a different tone of voice to make the reading interesting. Have the student read the poem aloud and experiment with ideas. Discuss which lines or verses will be read by you and which by the student. Jot the ideas down on the board; for example, both read verse 1; you read the first two lines of verse 2, and the student the second two lines (or vice versa); alternate reading lines 1 to 4 in verse 3; each read one line: the student can read *They didn’t eat* and you can read *They didn’t sleep* (or vice versa); you both read the last lines together.

Prepare the recording of you and the student reading the poem “Brontosaurus.” Label the recording with the student’s name and Module 4: Day 17: Oral Reading for submission on Day 18.

Enrichment (optional)

If possible, take the student to visit a museum, such as the Provincial Museum of Alberta in Edmonton to see a dinosaur exhibit. Dinosaur Provincial Park and the Royal Tyrrell Museum in Drumheller, Alberta, are two other excursions you may consider for the student at some time.

Lunch**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Words I Use Often (Time recommended: 20 minutes)

Remove all the words from the Word Wall.

Assignment Booklet: Give the student the Word Recognition Test. Do not review the words before the test.

Point to each word in the Assignment Booklet and have the student read it aloud. Put a check beside the word if the student recognizes it immediately.

If the student has extra words on coloured index cards that he or she put on the Word Wall throughout the module, print them on the lines and have the student read each one aloud. Check the ones that are recognized by sight.

Review the words the student did not recognize.

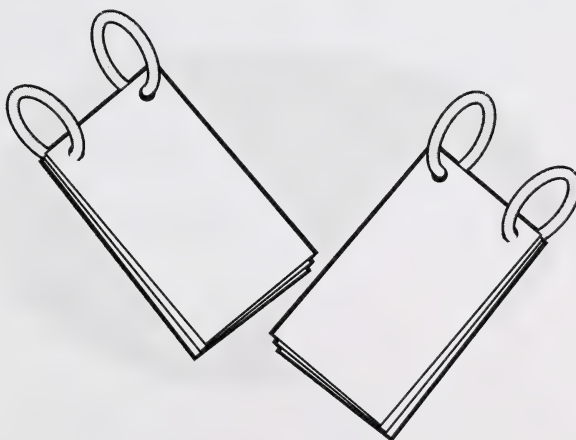
Ask the student to read the words on the white index cards from the stories in the module. They are as follows:

- born, drink, fur, grass, near, milk, food, front, grow, move, feed, became, grandmother, closer, kitchen, window, torn, water, asked, found, looked, someone, discover, explain, false, true, different, has, this, what
- climb, creature, heard, learn, month, tail, danger, baby, fast, reach, special, anything, chance, egg, fold, paper, shape, three

You may want to spend some time reviewing the words the student did not recognize from this list as well.

Add the index cards to the two-ringed booklets you began in Module 1.

- one containing coloured index cards of high-frequency words that are used often
- the other containing theme or personal interest words and words from the stories on white index cards



Separating the cards in this way will give you the opportunity to focus on mastery of frequently used words, which is crucial to the beginning reader and writer. From time to time, review the cards in the ringed booklets. Your major emphasis will be on the coloured cards or high-frequency words.

Phonics (Time recommended: 30–45 minutes)

Follow the directions for pages 169, 170, 171, and 172 in the phonics book. After you explain the phonics lesson on these pages, have the student work independently. Check the work with the student when he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 18.

Art (Time recommended: 60 minutes)

The student makes a picture showing dinosaurs in their habitat. The student can research ideas to make it realistic or choose to make it a fanciful picture. Have the student decide what materials to use (water colours, tempera paints, crayons, pastels, or a combination of these) and plan what will be included in the picture—trees, plants, a variety of dinosaurs (two or more), water areas. Encourage the student to browse through the dinosaur books you have on hand for ideas.

Suggest the student first make several sketches (just rough outlines) to help with organizing the layout of the picture.

Print the module number and day (M4D17) on the back of the painting for submission to the teacher on Day 18. Ensure the student's name is on the page.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Then complete the Learning Log for Day 17.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 18

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time

- ☐ current month's calendar and materials

Math Time

- ☐ Grade Two Mathematics program

Language Arts

- ☐ Thematic Assignment Booklet 4B
– Day 18: Assignment 5

Silent Reading

- ☐ books, magazines, or other favourite reading material

Journal Time

- ☐ journal

Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 173, 174, 175, 176, 177, and 178

Art

- ☐ coloured paper
- ☐ old newspapers or magazines

Looking Back

- ☐ Thematic Assignment Booklet 4B
– Day 18: Learning Log

Story Time

- ☐ mutually chosen reading material








Calendar Time (Time recommended: 30 minutes)

Follow the daily procedure.

Assignment Booklet: The student may need your help initially in filling in the weather chart. Have him or her fill in the bars on the graph using a different colour for each type of weather. For example, if cloudy days are blue, rainy days may be yellow, and so on. Have the student fill in the weather symbols on the graph. See the example that follows.

The Weather for _____

(Fill in the month.)

Days							
18							
17							
16							
15							
14							
13							
12							
11							
10							
9							
8							
7							
6							
5							
4							
3							
2							
1							
Weather Symbols							

Math Time (Time recommended: 45 minutes)

The student works on Module 4: Day 18 in the math program.

Language Arts (Time recommended: 90 minutes)

The student reads and responds to the selection “Making Dinosaur Eggs.”

Print the module number and day (M4D18) on the steps for making dinosaur eggs for submission to the teacher today. Ensure the student’s name is on the page.

Journal Time (Time recommended: 10–15 minutes)

The student responds to the selection “Making Dinosaur Eggs” in the Reading Response section of his or her journal.

Lunch**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Phonics (Time recommended: 30–40 minutes)

Follow the directions for pages 173, 174, 177, and 178 in the phonics book. After you explain the phonics lesson on these pages, have the student work independently. Check the work with the student when he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of today.

Have the student make the fold-out book on pages 175 and 176 and read it aloud.

Art (Time recommended: 60 minutes)

The student makes dinosaur eggs and dinosaur babies.

Looking Back (Time recommended: 10 minutes)

Review the day’s activities and learning with the student. Complete the Learning Log for Day 18.

A good way to help the student remember some of the module’s past activities is to sort through the items being sent to the teacher and encourage the student to comment on them.

Challenge the student to choose the journal entries for submission from the entries completed throughout Days 10 to 18. Have the student explain why these particular pieces of writing were chosen.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day’s activities with a family member or friend.

Send Assignment Booklet 4B and other items for mailing to the teacher now. Use the **Items for Mailing** checklist at the end of the Assignment Booklet to assemble all the necessary work.

ASSIGNMENT BOOKLET 4B

Grade Two Thematic
Module 4B: Days 10–18

Home Instructor's Comments and Questions

Home Instructor's Signature

FOR SCHOOL USE ONLY

Assigned Teacher:

Date Assignment Received:

Grading:

Additional Information:

FOR HOME INSTRUCTOR USE (if label is missing or incorrect)

Student File Number:

Date Submitted:

Apply Module Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for
correct course and module.*

Teacher's Comments

Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

INSTRUCTIONS FOR SENDING IN THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

When you register for distance learning courses, you are expected to send in Assignment Booklets for corrections regularly. Try to send each Assignment Booklet as soon as you have completed it. Before sending your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to be sure the spelling and details are correct?
- Is the record form filled out and the correct module label attached?

MAILING

1. Postage Regulations

Do **not** enclose letters with Assignment Booklets.

Send all letters in a separate envelope.

2. Postage Rates

Take your Assignment Booklet to the post office and have it weighed. Attach enough postage and seal the envelope. Assignment Booklets will travel faster if correct postage is used and if they are in large envelopes that are no more than two centimetres thick.

FAXING

1. Assignment Booklets may be faxed. Contact your teacher for the fax number.
2. All faxing costs are the responsibility of the sender.

E-MAILING

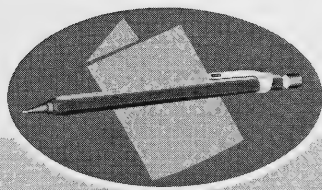
Assignment Booklets may be e-mailed. Contact your teacher for the e-mail address.

Grade Two Thematic

Module 4B

Taking Care of Me

ASSIGNMENT BOOKLET 4B



Learning
Technologies
Branch

Alberta
LEARNING

Grade Two Thematic
Module 4: Taking Care of Me
Assignment Booklet 4B
Learning Technologies Branch

The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Home Instructor's Guide and Assignment Booklet.

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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Every effort has been made both to provide proper acknowledgement of the original source and to comply with copyright law. If cases are identified where this effort has been unsuccessful, please notify Alberta Learning so that appropriate corrective action can be taken.

Assignment 1

The following questions are about breakfast, the most important meal of the day.

Print your answers in complete sentences on the lines.

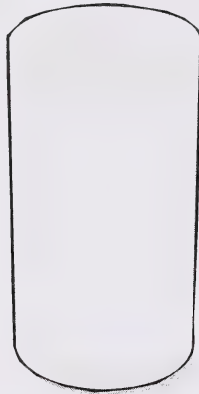
1. Why is it important to eat a nutritious breakfast?

2. What makes a good breakfast?

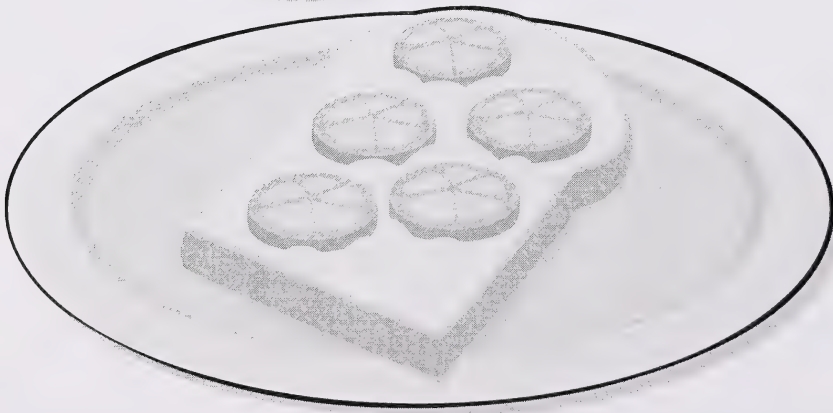
3. What makes the best breakfast?

4. Look at this breakfast. Is it a good or best breakfast?

Why?



milk
cheese
tomatoes
toast



Learning Log

Home Instructor's Comments

What have you observed about the student's ability to discuss a text? Refer to today's reading activity. Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is able to recall details when answering questions about the text |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is able to identify information in headings, labels, pictures, maps, and labelled diagrams |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can support his or her choice of an interesting part in the selection |

Add any comments you have about the day's work.

Student's Comments

What would you like to tell your teacher about today's lesson?

Learning Log

Home Instructor's Comments

What have you observed about the student's developing ability to classify information? Refer to today's tree diagram activity. Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can identify the main ideas and details |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can restate or summarize some of the details in his or her own words |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is able to write or tell about what he or she has learned |

Add any comments you have about the day's work.

Student's Comments

What would you like to tell your teacher?

Learning Log

Home Instructor's Comments

What have you observed about the student's developing skills and knowledge in health? Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •can identify the basic classifications of the four food groups and the importance of each |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •can identify the components of a nutritious breakfast |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •can describe the reasons why a nutritious breakfast is important |

Add any comments or questions you have about the student's knowledge about healthy eating.

Student's Comments

Assignment 2

Use the selection "Animal Action" in your Student Module Booklet to answer the following questions. Print your answers on the lines.

1. Why do many animals have to move fast?

2. Why do some baby animals ride on their mother's backs?

3. What is the fastest animal on land? _____

4. What is the fastest bird? _____

5. Which is the faster animal, a peregrine falcon or a cheetah?

6. How fast can a racehorse run? _____

7. Which is faster, a giraffe or a human? _____

8. Why do some animals stay in large groups?

Learning Log

Home Instructor's Comments

What have you observed about the student's ability to move?
Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • moves sensitively through all environments |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • shows an awareness of safety while moving |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • listens to and acts on directions for moving |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • performs simple movements when requested |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • shows effort when participating in movement activities |

Use this space for questions or comments about the student's movement development.

Student's Comments

What is one thing about today that you found especially interesting?

Assignment 3

Use the selection "The Hunters and the Hunted" to answer the following questions. Print your answers in complete sentences on the lines.

1. Why do wolves *lope* when they hunt?

2. How do some lizards hunt?

3. Why do zebras stay in a group?

4. How can a spider move quickly away?

Learning Log

Home Instructor's Comments

What have you observed about the student's development in viewing and representing? Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • enjoys a variety of artistic expressions |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • puts thought, effort, and time into creating art works |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • sustains interest in art projects from start to finish |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • expresses feelings of success and pride in finished work |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • uses pictures as an aid to understanding |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • evaluates his or her work for details that need improving |

Add anything else that you think is important, including questions, about the student's developing skills in viewing and representing.

Student's Comments

What would you like to tell your teacher about today?

Learning Log

Home Instructor's Comments

What have you observed about the student's printing and writing?
Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • holds pencil in a loose, comfortable grip |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • uses correct punctuation (capital letters; periods; commas; and exclamation, question, and quotation marks) |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • writes sentences independently, using spelling and phonetic knowledge |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • shows increased confidence in writing |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is able to spell many words |

Add anything else that you think is important, including questions, about the student's development in writing.

Student's Comments

What would you like to tell your teacher?

Spelling Test

Listen carefully to the words your home instructor says. Print the words neatly on the lines below.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Assignment 4

A. List **three** reasons why exercise is important.

1. _____

2. _____

3. _____

B. List **three** activities you can do by yourself.

1. _____

2. _____

3. _____

C. List three activities you can do in a group.

1. _____

2. _____

3. _____

Learning Log

Home Instructor's Comments

What have you observed about the student's developing reading skills? Refer to today's "Reality or Fantasy" activity. Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •distinguishes between reality and fantasy in a text |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •identifies most of the real or fantasy items in the text |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •recognizes that ideas can be expressed in a variety of ways (through fact or fantasy) |

Add anything else that you think is important, including questions, about the student's reading development.

Student's Comments

What would you like to tell your teacher about today's activities?

Word Recognition Test

Read each word aloud.

☐ head

☐ let

☐ mother

☐ need

☐ far

☐ night

☐ year

☐ light

☐ country

☐ above

☐ picture

☐ high

☐ father

☐ hand

☐ earth

☐ being

If you have chosen special words in Module 4, your home instructor will write them here. Read each word aloud.

☐ _____ ☐ _____ ☐ _____

☐ _____ ☐ _____ ☐ _____

☐ _____ ☐ _____ ☐ _____

☐ _____ ☐ _____ ☐ _____

☐ _____ ☐ _____ ☐ _____

Learning Log

Home Instructor's Comments

What have you observed about the student's developing writing skills today? Refer to the sentence completion activity. Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can suggest an imaginative idea |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can write sentence completions |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can revise his or her work independently |

Add any comments you have about the student's development in writing skills.

Student's Comments

What would you like to tell your teacher about today's lesson?




Assignment 5

Fill in the graph to show the weather you recorded over the 18 days of Module 4. Count the number of each weather symbol you drew on your calendar. Colour each type of weather a different colour.

Three weather symbols have been done for you. Fill in the others on your own.

The Weather for _____

(Fill in the month.)

Days							
18							
17							
16							
15							
14							
13							
12							
11							
10							
9							
8							
7							
6							
5							
4							
3							
2							
1							
Weather Symbols							

Learning Log

Home Instructor's Comments

What have you observed about the student's general development and learning in this module? Space is provided in each section for any comments you might wish to add. Check **yes** or **not yet**.

Calendar

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • understands the Calendar Time routines |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • works independently for most calendar activities |

Physical Education

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • enjoys taking part in physical activity |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can perform various movements in response to verbal instructions or music |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • appreciates the importance of taking fitness breaks |

Reading

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •enjoys being able to read stories and other texts |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •uses a variety of strategies to figure out new words |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •is able to retell information that he or she has just read in a meaningful way |

Writing

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •uses punctuation appropriately in sentences |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •writes complete sentences using capital letters, commas, and periods |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •uses connecting words to join related ideas in a sentence |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •follows the steps of the Writing Process |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •uses printed materials, such as charts, the flip books, and the dictionary as a source for spelling words |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •uses phonic knowledge and skills to spell words |

Phonics/Printing

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • completes phonics pages independently |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • prints legibly |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • knows how to make contractions |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • knows when to add “e” or “es” to words to make plurals |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • knows how to make new words by adding “er” or “est” |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • understands the meaning of words ending in “ly,” “ness,” “less,” and “ful” |
-
-
-

Health and Life Skills

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • understands the importance of eating nutritious foods |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • knows why active living is important |
-
-
-

Student's Comments

What would you like to tell your teacher about your work in Module 4?

[illegible]

Grade Two Thematic—Assignment Booklet 4B
Module 4B: Taking Care of Me
Items for Mailing

Indicate with a check mark (✓) that your student has completed the items listed below. Then submit each item along with this checklist to the student's teacher for marking at the time the teacher has requested it.

Day 10–18

- ☐ Thematic Assignment Booklet 4B
Ensure all assignments have been completed, including the nine Learning Logs.
- ☐ *Level B: Modern Curriculum Press Phonics*, pages 155–178
- ☐ two entries from the Personal Writing section of the student's journal chosen by the student
- ☐ two entries from the Reading Response section of the student's journal chosen by the student

Day 11

- ☐ tree kangaroo time line
- ☐ illustration of a heading from the tree diagram about tree kangaroos
- ☐ tree diagram of an animal of the student's choosing (optional)
- ☐ time line of a person or animal of the student's choosing (optional)
- ☐ breakfast menu

Day 12

- ☐ baby animal report
- ☐ recording of the student's comments about research

Day 13

- ☐ labelled picture of an animal in action

Day 14

- ☐ endangered animal poster

Day 15

- ☐ captioned drawing of a brontosaurus doing an action
- ☐ illustrated report about the student's favourite physical activities

Day 16

- ☐ “The Fox and the Little White Hen” chart showing “**reality or fantasy**”
- ☐ “The Fox and the Little White Hen” drawing

Day 17

- ☐ “If Dinosaurs Lived on Earth Today, . . .” sentence completion and drawing
- ☐ recording of the reading of the poem “Brontosaurus”
- ☐ picture of a dinosaur(s) in a natural setting

Day 18

- ☐ steps for making dinosaur eggs